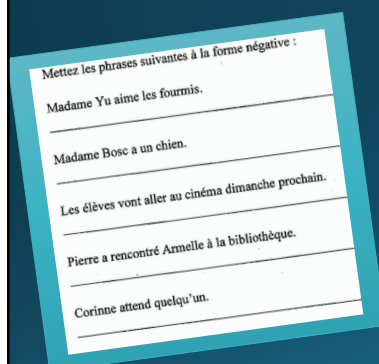


What about discrete point skills?



Laura Terrill

Consider the following activities...



- Make the following sentences negative.
- Write the question that will give you the answer.
- Replace the noun with the direct object pronoun.
- Rewrite the sentence in the preterite.
- Tell me what you are doing this summer. Use the future tense.

Laura Terrill

Toolbox		
Language Functions I can....	Related Structures/ Patterns	Priority Vocabulary
talk about the benefits of vacation		
talk about where I and others want to go and ask for and give reasons.		
share details on future vacations - where, with whom, when, etc.		
share details on past vacations - where, with whom, when, etc.		
state how I felt about a vacation and react to what others say about their vacations.		
compare how people spend vacation time in other cultures		
See unit template for additional functions.		

Laura Terrill

Toolbox		
Language Functions I can....	Related Structures/ Patterns	Priority Vocabulary
talk about the benefits of vacation	I take a vacation to.. learn, help others, reduce stress, relax, volunteer, practice a sport	
talk about where I and others want to go and ask for and give reasons.	to want because I like/don't like to...(activities)	
share details on future vacations - where, with whom, when, etc.	interrogatives near future - going to...	
share details on past vacations - where, with whom, when, etc.	interrogatives high frequency verbs related to vacation, travel	
state how I felt about a vacation and react to what others say about their vacations.	It was.... descriptive adjectives	
compare how people spend vacation time in other cultures	prepositions with countries impersonal pronoun Here...but in (country), they....	
See unit template for additional functions.	This is the first section where there may be differences by language.	

Laura Terrill

Grammar in context

You've overheard conversations about how children go to school. Fill in the missing word.

1. Comment les enfants _____ à l'école?
2. Moi, je _____ souvent à l'école en bus mais quelquefois mes amis et moi _____ en voiture.
3. Les enfants à Abidjan _____ à pied.
4. Au Sudan, Marie y _____ à cheval.
5. Anne et moi habitons près d'un fleuve et nous y _____ en bateau.
6. Et toi, comment tu _____ à l'école?

Laura Terrill

Grammar in context

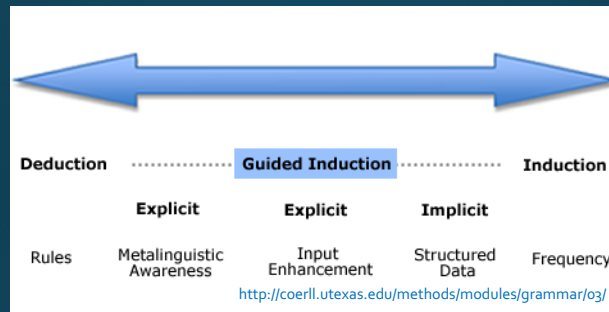
Your friend has sent you a postcard describing his visit to Paris. You are trying to figure out what he did when. Complete each of his sentences with the correct form of the verb "visiter".

Me voilà à Paris! Ce matin, j'ai déjà _____ le Louvre, un très grand musée. Maintenant je _____ la Tour Eiffel d'où j'écris cette carte postale. Et ce soir je vais _____ Montmartre. Et toi, quand tu es allé à Paris, qu'est-ce que tu as _____?

Here I am in Paris. This morning I already visited the Louvre, a very large museum. Now, I am visiting the Eiffel Tower where I am writing this postcard. And tonight I am going to visit Montmartre. And you, when you went to Paris, what did you visit?

Laura Terrill

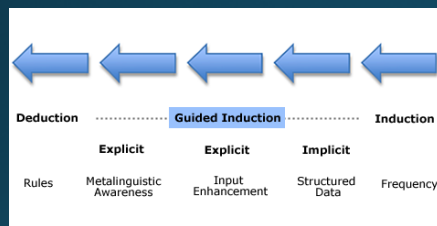
Grammar Continuum



- Explicit instruction – explaining the rules of grammar
- Implicit instruction – acquisition of language, embedded in communicative context
- Deductive instruction – rules are explained
- Inductive – students use languages, no real effort to identify patterns of grammar

Laura Terrill

Grammar in Context



Presentation

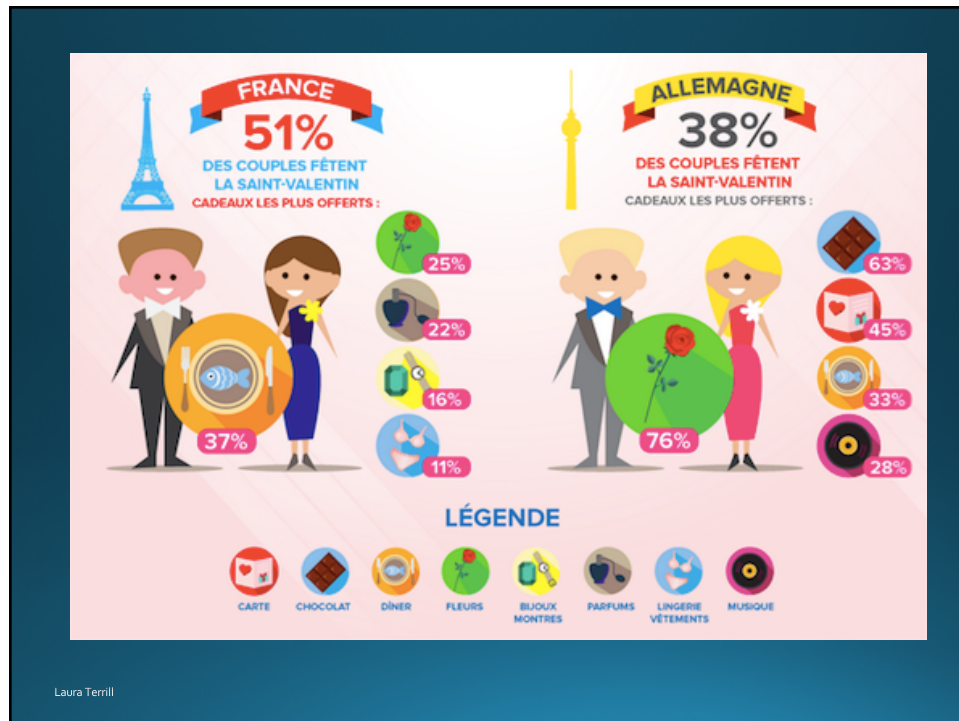
Attention

Co-construct

Extend

Laura Terrill







Personalization

1. What country do you prefer? Why?
2. What did you do?
3. What did you buy?
4. Is Valentine's Day important? Why or why not?

Remember: Everything is done in the target language.

Laura Terrill

Qu'est-ce que tu as fait pour célébrer la fête de Saint Valentin?

	la question	Oui....	Non....
célébrer	Tu as célébré...?	Oui, j'ai célébré...	Non, je n'ai pas célébré...
dîner	Tu as dîné....?	Oui, j'ai dîné.	Non, je n'ai pas dîné.
acheter	Tu as acheté...?		
écouter de la musique			
voyager			
regarder un film			
Je n'ai rien fait! Je déteste la fête de Saint Valentin!			

Laura Terrill

Co-construct

Pretend you are the author of a grammar textbook. How would you explain the rule?

Guess the answer.



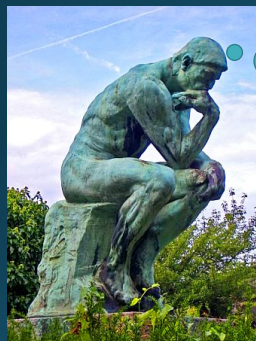
1. Tu as regardé un film?
2. Tu as écouté de la musique?
3. Tu as acheté du parfum?
4. Tu as dîné au restaurant?
5.
6.
7.

Exit Slip: Write 3 things you did or didn't do for Valentine's Day.

Laura Terrill



Laura Terrill



You can't select
vocabulary until
you know its
PURPOSE.

Laura Terrill

Can Do – I can talk about where I and others want to go and ask for and give reasons.

Hear the conversation you want students to have. Do not teach the conversation.



Laura Terrill

- Do you want to go to Angers?
- Angers? I don't know. I want to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

2. I can talk about where I and others want to go and ask for and give reasons.

Où tu veux aller en vacances?	Where do you want to go on vacation?
Je veux aller....	I want to go...
à la plage.	...to the beach.
aux montagnes.	...to the mountains.
à la campagne.	...to the countryside.
au forêt.	...to the forest.
en ville.	...to a city.
Pourquoi?	Why?
...parce que je l'aime.	...because I like it.
...parce que c'est amusant.	...because it's fun.
...parce que je veux nager.	...because I want to [swim].
<i>Personal vocabulary</i>	

Toolbox		
Language Functions I can....	Related Structures/ Patterns	Priority Vocabulary
talk about the benefits of vacation	I take a vacation to.. learn, help others, reduce stress, relax, volunteer, practice a sport	<ul style="list-style-type: none">• high frequency verbs related to travel/vacation• clothing, travel needs• weather expressions• expressions related to vacation• destinations - mountains, rivers, beaches• directional phrases - N, S, E, W, close to• reasons for taking vacation
talk about where I and others want to go and ask for and give reasons.	to want because I like/don't like to...(activities)	
share details on future vacations - where, with whom, when, etc.	interrogatives near future - going to...	
share details on past vacations - where, with whom, when, etc.	interrogatives high frequency verbs related to vacation, travel	
state how I felt about a vacation and react to what others say about their vacations.	It was.... descriptive adjectives	
compare how people spend vacation time in other cultures	prepositions with countries impersonal pronoun Here...but in (country), they....	
See unit template for additional functions.	This is the first section where there may be differences by language.	

Vocabulary "Quizzes"

- Create a sense of personal challenge.
- Give students a prompt and (2) minutes to write as many words as they can. Let them self-correct and compare their results with others if they want to. It's a personal competition, not one that someone would win.
- Two days later, give the same prompt and repeat the scoring process. They check their own work. Their personal goal is to improve their own performance.

Sample prompts

1. List school supplies that are likely to be found in a typical American backpack.
2. Name classes you really like and give reasons.
3. Name classes that are not your favorites and give reasons.

Laura Terrill

Vocabulary in Context

It's difficult for me to decide where to go on _____. I really love the _____ because I like to swim. But, I also enjoy the being in _____ where I can walk and hike. The most important thing is to be able to relax and spend time with family or friends. _____ are often too busy because there is so much to see like museums and monuments. Of course, it's an _____ to try new food in different restaurants.

cities beach adventure vacation parks mountains

Laura Terrill

Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



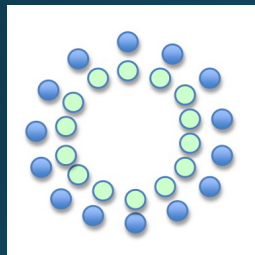
Laura Terrill

Interpersonal Communication....

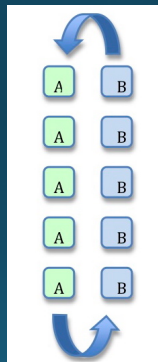
is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	asking for clarification if communication fails/falters.

Laura Terrill

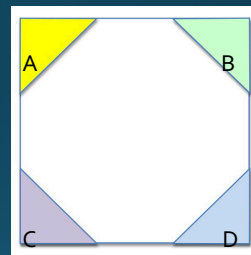
Working with Random Partners



Inner/Outer Circle



Rotating Rows



Four Corners

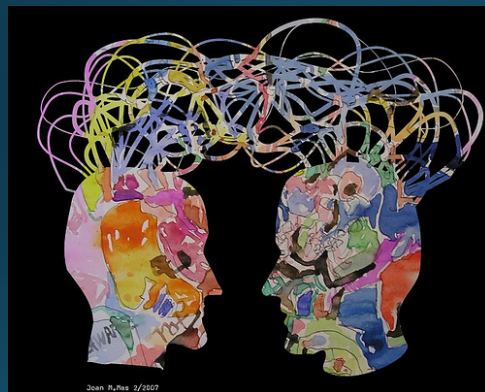
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Think – Write - Pair - Share

The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.



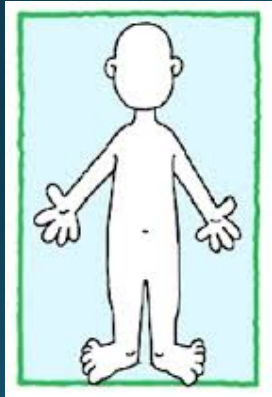
Laura Terrill



What is your definition of meaningful communication?

Laura Terrill

Have a conversation using the following words.



head	nose
foot	ears
hand	mouth
stomach	knee
eyes	hair

Laura Terrill

How do these examples change your definition or extend your thinking?

Lexical Chaining

- What color is Paul's shirt?
- Green.
- That's right. And what color is Ann's sweater?
- Ann's sweater is red.
- Red, yes. And the color of your jeans?

Known Responses

- What time does school start?
- It starts at 8:05.
- What time do you have French?
- I have French at 10:10.
- Me too. What time do you go home?
- School ends at 3:10.

Laura Terrill

Meaningful Communication



- Interaction and negotiation of meaning
- Talk that increases in fluency, accuracy, and complexity over time

Laura Terrill

Meaningful Communication in Today's World



Laura Terrill



Interpersonal Success

MOVE FROM:	1 – 2 – 3 – 4 – 5	MOVE TO:
Is distracted, does not listen to others		Listens to others attentively and politely
Does not ask any questions to encourage discussion		Asks questions on topic to encourage discussion
Does not ask any follow-up questions		Asks follow-up questions related to what someone else said
Interrupts others, makes rude comments or gestures		Contributes politely and respectfully to the discussion
Gives single word or short responses with no explanation		Gives responses with details, reasons, explanations
Does not ask others what they think		Invites others to share their ideas, opinions
Does not add any additional information on topic to the discussion		Adds ideas, insights, additional information on topic to make the discussion more interesting
Uses English more than the target language		Uses the target language all of the time
Often difficult to understand; cannot rephrase or explain when others don't understand	Donna Clementi	Easily understood by others; can rephrase or explain when others don't understand

Engage in role-play (not skits)



You've just run into a colleague while out having fun. Of course, you begin to talk about the start of the year. You are both looking forward to the start of the year, but also have reservations. Talk until you find ideas that you agree and disagree with when thinking about the start of the year.

Laura Terrill

High Structure Conversations

Opinions

- What do you think about_____?
- In my opinion, _____.
- Well, you may be right, but_____.

What happened?

- Have you heard what happened to_____?
- Was it_____?
- Not only that, but_____.

Laura Terrill

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

High Structure Conversations

The students work in pairs. They complete the statements in a logical fashion.

Looking Bad

- What happened to you, Bill? You look

- Well, Melissa, I _____ and _____.
- Really, did you _____?
- Yes, and it _____

Laura Terrill

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

High Structure Conversations

In small groups, students are told to discuss a familiar topic. They are given no further instructions. Some possible themes:

- Mothers
- Fathers
- Grandmothers
- School
- Summer
- A person you admire
- It changed my life!

*Use third person observer
or have students record
and transcribe the
conversation.*

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

Laura Terrill

High Structure Conversations

Overheard

In pairs or small groups, Students listen to ambiguous statements quoted by the teacher. They work the statement into a conversation or story suggested by the exclamation.

- ...and then he escaped through the window!
- ...no thanks, it has too many calories!
- ...two months in Europe? Incredible!
- ...oh, come on, it wasn't that bad."
- ...stop right there!
- ...that makes me sick!
- ...you are so right!
- ...why don't you look where you are going?

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

Laura Terrill

Teach the Language of Discussion / Debate

- I think the author wrote it to teach us about...
- One theme might be.....
- I think it means that....
- In other words.....
- For example....
- In the text, it said that.....
- One case showed that.....
- I would add that.....
- Then again, I think that....
- I want to expand on your point about....
- In my life....
- I think it can teach us....
- If I were...., I would have...
- We can say that.....
- The main theme/point of the text seems to be....

How to Start Academic Conversations
Jeff Zwiers and Marie Crawford
Educational Leadership/April 2009

Laura Terrill

Structured Debate

What should be done to protect the environment?

In your group discuss the following ideas. Add one or two additional ideas to the list. Select your top 2 ideas. Be certain that everyone in your group can defend the choices you made.

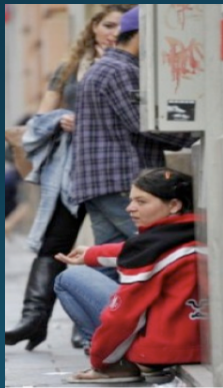
- Increase the cost of gasoline by 50% to decrease consumption and to promote public transportation.
- Limit all households to 2 cars.
- Require all schools to reduce energy consumption by 10%.
- Charge more for foods that must be flown in from other region/countries.
- Require that all homes have solar panels.
- Restrict the development of yards that must be watered and fertilized.

• ?????
Laura Terrill

Home and Shelter

EQ: Why does everyone need a place to call home?

Structured Debate



<http://ajournalactu.com/debat/>

Laura Terrill

Should begging be banned from downtown areas?

Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

Vacation Time — Why travel?

Prompt

You are talking over your vacation plans with a friend. You are both fortunate enough to be headed for destinations where the target language is spoken. Ask and answer questions to find out the details. Identify similarities and differences between your vacations. Be sure to comment on cultural aspects of your vacation. You will select an image at random and should work information about that image into your plans.

Consider:

- Time and place
- Activities
- Similarities and differences
- Cultural activities



Laura Terrill

Interpersonal Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.	I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.	I ask random questions that may or may not be on topic. My participation is minimal.
How easily do I deliver my thoughts?	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.	My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.	I rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.	I respond only from the personal point of view or my own perspective.



What percentage
of your grade is
allocated
to interpersonal
(unrehearsed)
communication?

<http://www.flickr.com/photos/dilaudid/4954719152/sizes/m/>
Markus Koljonen – website: <http://blackswan.carbonmade.com>

Laura Terrill

Inappropriate Grading Practices

- Rating homework and first efforts
- Using averages exclusively
- Using zeros indiscriminately
- Combining attitude and effort with achievement
- Applying severe penalties to late work
- Giving extra credit or bonus marks
- Distinguishing between excused and unexcused absences
- Applying assessment penalties to academic dishonesty
- Not giving special consideration to recent achievement
- Including group scores in individuals grades
- Basing grades on — poor quality assessments, assessment methods, unclear or limited performance standards
- Basing grades on a “lurking” bell curve

Adapted from [How to Grade for Learning](#), Ken O'Connor

Laura Terrill

Possible Gradebook Categories

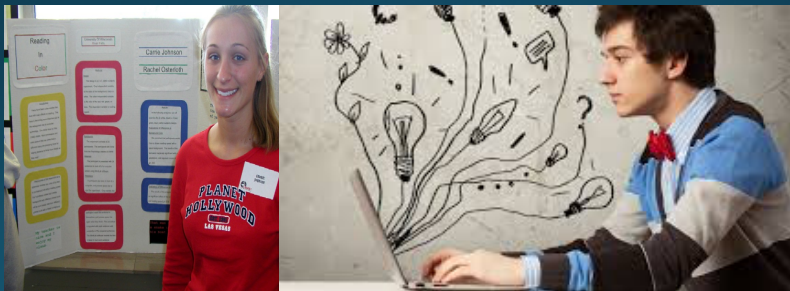
%	Category	What it measures.
10%	Learning Practice	Grades in this category reflect the preparation work that you will do to be ready to use the language in real world ways. Homework, participation, in-class work, discrete point vocabulary and grammar quizzes count in this category.
30%	Interpersonal (<i>Speaking</i>)	The interpersonal mode of communication measures how well you speak the language and is the mode that prepares you to speak the language. You speak or write to exchange information in natural ways and you do not have a chance to script or memorize conversations or dialogues.
30%	Interpretive (<i>Reading and Listening</i>)	The interpretive mode of communication measures how well you understand spoken or written authentic texts. There is no opportunity to interact with others so you must be able to understand the spoken or written text on your own.
30%	Presentational (<i>Speaking or Writing</i>)	The presentational mode of communication allows you to think about what you will say or write. When writing, you may have time to draft and revise before producing a final product. When speaking, you may be able to rehearse and/or to record multiple times until you are satisfied with the final product.



Laura Terrill

Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



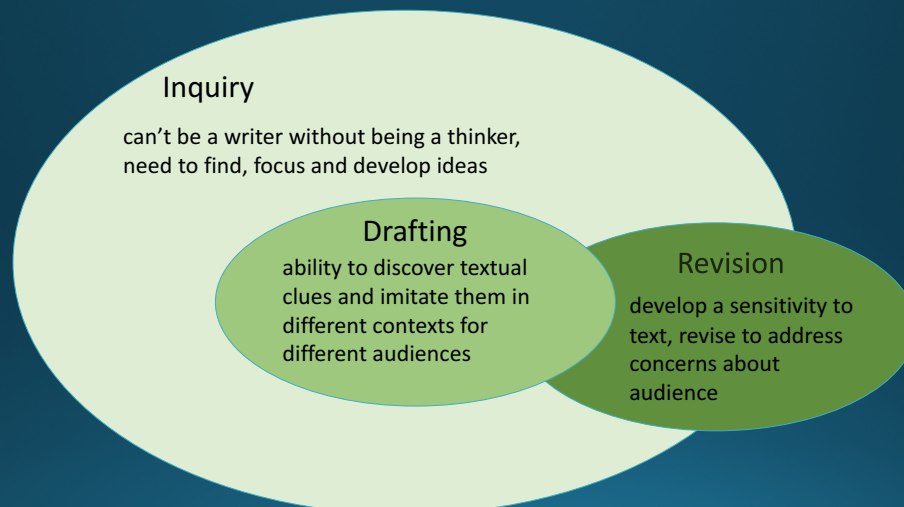
Laura Terrill

Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

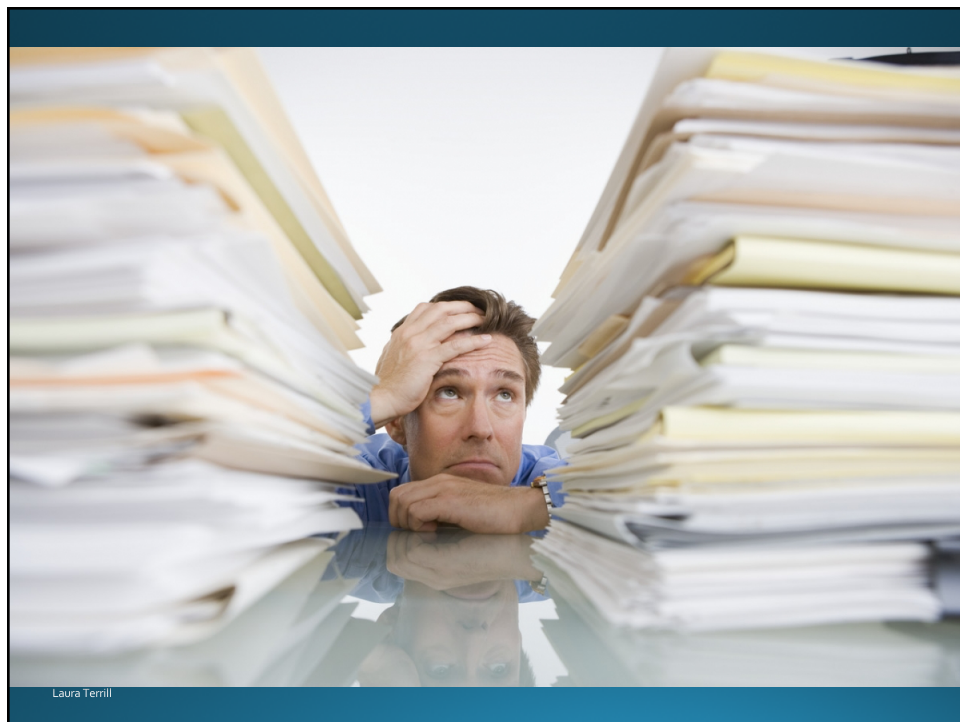
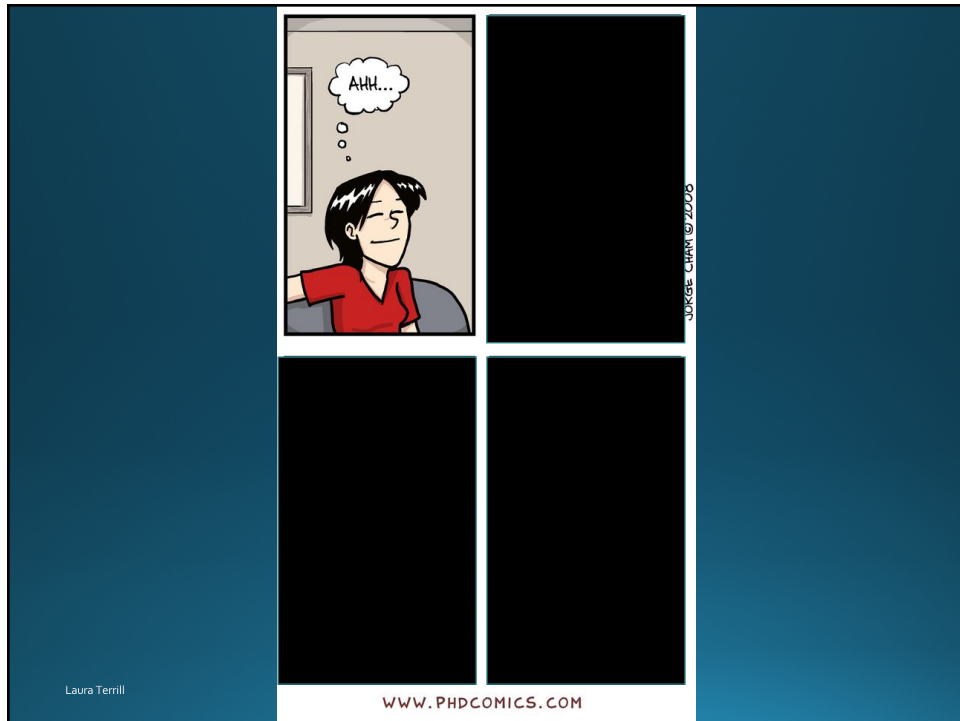
Laura Terrill

Inquiry informs each stage of the writing process



Laura Terrill

Strategic Writing
Deborah Dean



Less is more?



<http://www.sixwordmemoirs.com>



Laura Terrill

101 Words

101 word short stories. Chisel your words wisely.

<http://www.101words.org/>



<http://flashfictiononline.com/main/>

<http://olc.spsd.sk.ca/de/pd/instr/strats/storymapping/index.html>

NCSSFL-ACTFL Global Benchmarks Presentational Writing

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

Laura Terrill

Six Word Memoirs



sometimes a teacher, always a learner

by in [PY6 at Ajman Academy](#) | [Comment](#) | [f](#) [t](#) [t](#)



school is where you learn stuff

by Cole in [Creative Writing at International Ivy](#) | [Comment](#) | [as](#) | [f](#) [t](#) [t](#)



happy pets nice family and friends

by Lian Roland in [Creative Writing at International Ivy](#) | [Comment](#) | [as](#) | [f](#) [t](#) [t](#)



Why am I the only one?

by Lily S. in [Creative Writing at International Ivy](#) | [Comment](#) | [f](#) [t](#) [t](#)



I caught a fish. Never mind.

by Amanda Werner in [Creative Writing at International Ivy](#) | [1 comment](#) | [as](#) | [f](#) [t](#) [t](#)

Laura Terrill

What is the definition of a sentence?

"It answers at least 3 questions."



Building Blocks



I met a very interesting person

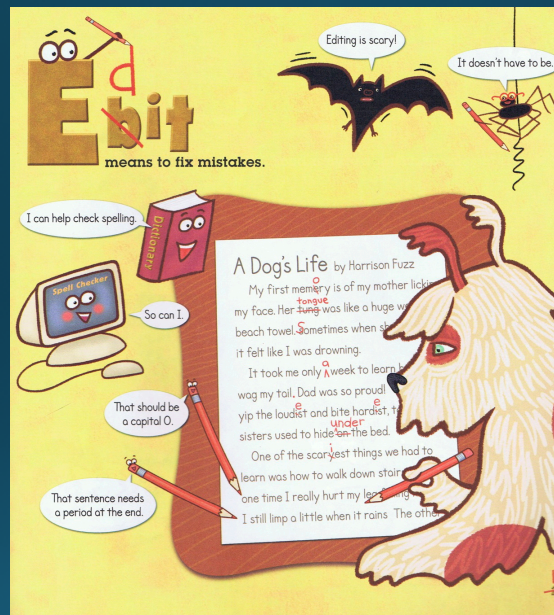
where ?

with whom?

when ?

why?

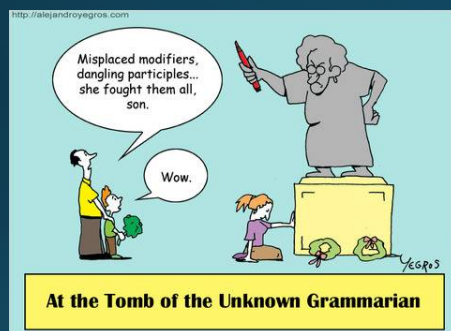
Laura Terrill



Laura Terrill

Look at My Book — How Kids Can Write &
Illustrate Terrific Books
Loreen Leedy

Conventions



At the Tomb of the Unknown Grammarian

"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."

~Ruth Culham

Ruth Culham

Laura Terrill

Conventions

Correct use of all conventions	→	Risk-taking
Writing errors are bad, they are indicators of failure	→	Writing errors are good, they are opportunities for instruction

"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."

--Ruth Culham

Laura Terrill

Composition Correction Reference Sheet

The error chart lists codes for your writing errors. You will use the codes and the samples provided to assess and correct the mistakes that you made in your composition.

Code	Explanation	Sample
1. sp	Spelling mistake	<i>sp</i> J'aime bein (bien)
2. s/v	Subject and verb need to agree	<i>s/v</i> Où est-ce que tu habite? (habites)
3. n	Noun / adjective agreement	<i>n</i> J'adore le petite chien noir. (petit)
4. m	Mood – use indicative or subjunctive correctly	<i>m</i> Il faut que tu fais tes devoirs. (fasses)

Laura Terrill

Composition Correction Chart

Use this chart to keep track of the number and type of errors that you made in each composition. Your goal is to continue to reduce the number of errors that you make in each category.

Devoir	1	2	3	4	5	6	7	8	9	10
Titre										
1. sp										
2. s/v										
3. n										
4. m										

Laura Terrill

Performance Based Assessment

- Do the tasks address the major goals of the unit?
- Do the tasks match the targeted performance level?
- Do they address some aspect of the essential question?
- Are they real-world tasks?
- Do they address 21st Century Learning skills — communication, collaboration, creativity and innovation and critical thinking and problem solving?

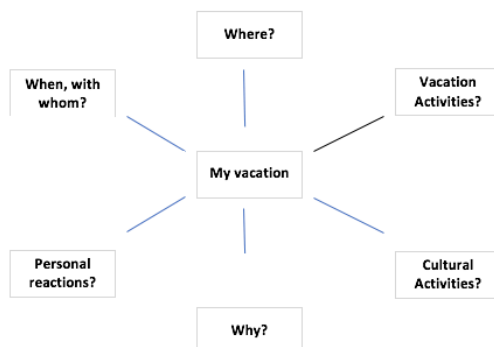
Laura Terrill

Vacation Time — Why vacation?

Write about a vacation you want to take where the target language is spoken. Explain why you want to go there. Comment on activities that you are going to do so that you can experience as much of the target culture as possible. Be sure to share your reactions to the vacation.

Part 1: Jot down words and phrases that relate to each of the questions on the graphic organizer.

Note to teacher - The graphic organizer should be in the target language.



Part 2: Write a paragraph sharing information about your vacation. Use the information you've listed above to organize your thinking.

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Presentational Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
Am I understood?	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. <i>Good to consistent control of structure(s) studied in the unit.</i>	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. <i>Partial control of structure(s) studied in the unit.</i>	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. <i>Inappropriate or inconsistent use of studied structure(s).</i>	My writing is extremely difficult to understand; Errors interfere with communication. <i>Minimal or no use of studied structure(s).</i>
How rich is my vocabulary?	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.	I rely on simple and very familiar vocabulary.
How well do I complete the task?	I complete each part of the task adding some details beyond given expectations.	I complete each part of the task.	I complete most of the task.	I complete some of the task, but key components are missing.

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Presentational Rubric, part 2

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How organized is my writing?	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.
How are knowledge and understanding of the target culture represented?	Comparisons between target language and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.	The information that is shared is primarily from personal point of view. There is little to no mention of the target culture.

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Presentational Project

Where did you go? What did you do?

Lucky you! You had the chance to take a trip last year in your country. Now, you have the opportunity to share the best of your trip with others. Your presentation will be shared both orally and in writing with others. This is a continuation of the identity project that you have done with the previous units. Be sure that your vacation focuses on a vacation that is possible and popular in your "home" country.

Your presentation must include the following information:

- Key details - where, when, with whom
- General geographic information - maps and key points of reference
- Cultural Activities specific to destination - food, monuments, festivals, etc.
- General Activities - what you did or did not do depending on weather
- Tourist details - where you stayed, souvenirs you bought

Each detail should be supported by images that enhance what you plan to say. The images must be culturally authentic. Write a script for the project. Uses images and appropriate captions on your slides.

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Presentational Writing (Script and Visual Product)

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Below Expectations 6
How accurate is my language?	I have full control of studied structures. Any other errors are minor and do not interfere with message.	I have good control of studied structures, but may occasionally make an error. Any other errors are minor and do not interfere with message.	I have partial control of studied structures. Errors begin to cause some confusion for the reader.	I have little to no control of studied structures. The reader is often confused even when rereading the text.
How rich is the vocabulary?	I take risks while appropriately using a wide variety of new vocabulary, including new personal vocabulary.	I use a wide variety of new vocab/expressions appropriately.	I mostly use a wide variety of familiar vocabulary, and many include a few new vocab/expressions.	I rely on simple and familiar vocab that sometimes may not relate to the topic.
How well do I complete the task?	I elaborate to complete the task by adding interesting and relevant details.	I complete the task.	I complete most of the task.	I omit major portions of the task.
How are knowledge and understanding of the target culture represented?	I accurately present information about the target culture; the relationships among products, practices and perspectives are included.	I accurately present information about the target culture; products, practices and perspectives are identified.	I present some information about the target culture; some products and/or practices are identified.	I present some information about the target culture, but do not attempt to include products, practices or perspectives.
How organized is my presentation?	My ideas are presented in an organized manner. My sentences are varied and interesting. Most of my sentences answer 3 or more questions. I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences that answer 3 questions. I use some transitions to connect my thoughts as needed.	My ideas are shared in a random fashion. I have very few detailed sentences that answer multiple questions. I attempt, but use transitions incorrectly or not at all.	My ideas are not expressed in complete sentences and contain minimal detail. My ideas are presented in a very random order.

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Presentational Speaking

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Below Expectations 6
Am I understood?	My pronunciation imitates an authentic accent. Any errors in pronunciation do not interfere with understanding. Speech is smooth and natural with few hesitations.	My accent generally imitates an authentic accent. Errors in pronunciation rarely interfere with understanding. Speech sounds like a script is being read at times, and/or may be delivered too quickly.	My accent sounds more American than one that is authentic. Errors in pronunciation may occasionally interfere with understanding. Speech sounds like a script is being read and delivery lacks natural intonation.	I did not say enough to allow my speech and pronunciation to be assessed. My delivery was halting and hard to follow.
Is the presentation interesting and informative?	I used visuals, sound and design to effectively to emphasize the key ideas in the presentation, to help the audience follow the storyline of the presentation, and to maintain the audience's attention. The content of the presentation is thoughtfully selected with the audience and purpose in mind.	I used visuals and/or sound and design in the presentation help the audience focus on the key ideas and follow the sequence of information. The content of the presentation is selected with the audience and purpose in mind.	I used visuals and/or sound and design in the presentation. Key ideas are sometimes difficult to identify because at times there may be too many visuals or sound/design elements. The content of the presentation is selected according to instructions but needs more careful thought in terms of what information is interesting and informative for an audience of teenagers.	I did not use visuals, sound and/or design to in ways that enhanced the content of the presentation. I did not take the audience into consideration when selecting and organizing content.

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